

Second Grade Module 3: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 3: Mid Module Assessment				
	Domain	Standards			
Question	Number and Operations in Base Ten	2.NBT.1a	2.NBT.1b	2.NBT.2	2.NBT.3
1a	1 2 3 4	X	X		X
1b	1 2 3 4	X			
1c	1 2 3 4		X		
1d	1 2 3 4	X	X	X	

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 3: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–G) Clusters and Standards Addressed

Understand place value.

- 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:
- a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - b. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).
- 2.NBT.2** Count within 1000: skip-count by 5s, 10s and 100s.
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.